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THE VALUE OF EXAMINATIONS

Discussion Continued

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By ELVIN H. FISHBACK

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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Tuberculosis Schools

THERE were tuberculous cows wherever there were wooden stanchions. Dairymen often protested against placing metal stanchions in their cowbarns. They insisted that it was a "fad" promoted by salesmen of the new things.

But they soon learned that dairymen who cleared out the wooden things that were loaded with tuberculosis germs, and put their cows in stanchions that prevented them from licking the wooden infected sides of the stalls, had cows that were practically immune. This universal fact cleared out the old-fashioned stanchions.

Traditions in education are often infested with disease germs as vicious as those in wooden stanchions. Most of the old-fashioned folk who object to educational "fads" have germ-infested traditions that they like to roll on their tongue and spread the infection in the community.

It is necessary to have as heroic treatment of these traditions as is given in the testing of cows. While we cannot kill off the germ-infested traditionalists we can make a vigorous war on the germ-infested traditions.

One generation fights reforms that attack their traditions, but those metal stanchions eliminate all germ-infested nuisances in education. It requires only a little patience, and tuberculosis education will be cleaned up despite the fellows who shout "whoa!" whenever they see progress coming their way.

There is greater need of searching for educational statesmanship in the twentieth century than in research of the nineteenth century.

Superintendent Bouelle

FRANK BOUELLE, who succeeds Dr. Susan M. Dorsey as superintendent of Los Angeles, was in line of promotion, being first assistant superintendent. While not widely known personally and professionally he has stayed by his job devotedly. One of the supervisors in writing us gave this excellent tribute to his character-

istic professionality: "I have had occasion to consult him frequently in my work. He always made me feel that I knew my subject, while some men make one feel as though he is the only one who knows all about it. Mr. Bouelle asked intelligent questions about my problems, asked what I thought should be done. If he had any doubt he would say: 'What would you think about trying this?' I never left his presence without more confidence in myself; without thinking I had greater opportunity; without resolving to meet my responsibility more heroically and skilfully. It is true that he did not inspire me worshipfully as some officials do, but I worshiped my job more."

Mr. Bouelle is a native son, educated in the public schools, State Normal School and College. When Los Angeles was re-created educationally he became an elementary school principal. In due time he became principal of one of the first Intermediate Schools which developed into the Lafayette Junior High School. He early joined Mrs. Dorsey's Board of Assistant Superintendents, and has stayed on the job faithfully, has known what his business was, and has minded his own business masterfully.

Educational Council at Cleveland

TWO of the really thrilling events of the Cleveland meeting will be at the meeting of the Educational Council: President Henry Fairfield Osborn, American Museum of Natural History, New York, and Colonel Leonard P. Ayres, vice-president, Cleveland Trust Company. There is nothing on any program, there or elsewhere, more vital or fascinating than these. Osborn speaks Monday afternoon, and Ayres on Tuesday afternoon. The other speakers are also attractive and have real messages, John K. Norton, Monday; Ross L. Finney, Tuesday.

These meetings will welcome those not members of the Council. President H. L. Smith, Indiana University, is planning a real feast for members of the Council.

Since the close of the World War the United States Government has paid one-third of the original Liberty Bonds out of surplus revenues, saving $275,000,000 a year in interest charges. Thrifty America!

New Birth of Superintendency

IN THE marvelous transformation in educational leadership nothing is quite as noticeable as is the standing of superintendents. This is especially in evidence in the matter of promotion from assistants and deputies. A few samples are significant: Boston, New York, Buffalo, Baltimore, Detroit, Chicago, St. Louis, Kansas City, New Orleans, Denver, Los Angeles, Portland, Oregon; Portland, Maine; Worcester, Mass.; Providence; Somerville, Mass.; Savannah, Ga.; Atlanta, Ga.; Birmingham, Ala.; Dallas, Texas; Des Moines, Iowa; Spokane, Seattle, and Tacoma. These are a few that come to mind without using a "questionnaire."

Other cities take their superintendents from service in other cities. Practically no important city has taken a superintendent from outside of active service in superintendency.

Even more significant is the fact that superintendents in service are contented as they were not a decade ago. Then there were few superintendents who were not impatient to find a bigger job. Now there are fewer who are not happy to stay where they are. This change of attitude is of inestimable value to the school system. It makes for a higher personality and for greater professional influence.

City superintendents are leading educators of the country as they were not a few years ago.

Practically all of the great strides in progress, professionally and scientifically, are by city superintendents. They are re-creating American public schools.

Los Angeles Superintendents

NO ONE can think, much less write of Los Angeles who has not known the superintendents from the beginning of her famous evolution.

It is easy to gasp at the pace which has given a population within a two-hour automobile ride of Los Angeles greater than the entire population of Oregon and Washington, but it is even more thrilling to think of the school administrations which have created the most marvelous system of schools in the New World.

All this began when the medley of new citizens from every section of Eastern United States wanted their children to be in Los Angeles to have an education to match the soil and climate of Southern California, and Preston W. Search was brought over the Range to create the most progressive school system the world has ever known.

There was no source of supply for the educational irrigation system that he installed. It was before Southern California aspired to a Boulder Dam proposition, and James A. Foshay, who was acclimated and was less hectic in his professional ambitions, stabilized the school consciousness of the citizenship complex and nationalized Los Angeles educationally. He came nearer being elected to the presidency of the National Education Association than has any other Southern Californian.

Notable as was Foshay's leadership, when he passed on, the former passion for high professionalism asserted itself, and E. C. Moore, highly

progressive but with a more conventional background, started the city up grade "on high," and gave the schools an academic reputation of which it was justly proud, but it was not making grade fast enough, and John H. Francis shifted the gears and the schools climbed faster than did those of any other city in the New World.

Aspiring to have its pace of progress standardized by Eastern machinery, Albert Shiels was brought over from New York, where he was high man academically as well as professionally, and a new and prideful plateau, a sort of mesa, was created.

In order to determine whether this was a real high plain educationally, or merely a mirage, Mrs. Susan M. Dorsey, the only person who had served the schools under all of these five creators, was invited to "evaluate and motivate" the system, and "Orient it" nationally, and she has made the professional strains of Search, Foshay, Moore, Francis, and Shiels marketable.

An Oakland Achievement

CALIFORNIA wins so many prizes and honors that one hesitates to get enthusiastic over a new triumph, but when a high school team becomes the Little World Champions and fourteen high school boys have a trip to New York as guests of the Big League, are housed in the same hotel as the Big League, and travel with the Big League players in the World Series, and each of the fourteen boys receives one hundred and twenty-five dollars from the hand of Judge Landis, it is a triumph of the public schools of America as well as of California and Oakland.

To win this athletic eminence they had to win the championship of the Bay District in San Francisco, of California in Los Angeles, of all schools west of the Mississippi river in Denver, and they had to play the Worcester, Massachusetts, High School team, champions east of the Mississippi river, at Chicago.

As we have known the schools of Oakland for forty years, we cannot resist the temptation to emphasize this wonderful national achievement of 1928.

Preparation of High School Teachers

IN NEW HAMPSHIRE there is a Teachers College that prepares teachers for high school teaching instead of teaching a subject or two. These students live in a teaching atmosphere for four years, but it is not teachery. The Teachers College is as vitalizing and socializing as is any university, but there is nothing demoralizing in any of the socializing.

They have decided to teach. Their associates are to teach. There is a teacher comradeship. Everyone knows what he intends to do with his education, so there is no group of fellow students wondering what use can be made of college education.

The practice teaching is in a real high school that is inspiring young people to graduate and then go to college. Many times as many students go to college from that community as would go to college if that high school were not there. These practicing high school teachers live in the community, are the most vital life for miles around. They broadcast culture and character as naturally as the New York Stock Exchange wins stock buyers.

The time is fast passing when any one can teach in a high school because he is a specialist in some subject. To love a high school is infinitely nobler for a high school teacher than merely to love a subject. Enthusiasm over boys and girls of high school age is as noble an achievement as any man or woman can aspire to.

There are 8,500,000 women employed in 537 of the 572 gainful occupations, industrial and otherwise. The schools cannot train girls for 537 different occupations.

Evolution of Los Angeles

THE high significance of Mrs. Susan M. Dorsey's eminent success in Los Angeles is personal and professional character of the previous city superintendents. No city has had a more brilliant array of leaders in educational progress than E. C. Moore, Preston W. Search, James A. Foshay, John H. Francis, and Albert Shiels. No other city has had just such an array of progressive educational leaders in the same length of time. No one or all of them had more notable achievements than Mrs. Dorsey had in eight years.

Each of these eminent educators made a distinct professional contribution and created a virile militant unit in the system, making an educational complex unrivaled in the country. Each of them gave to Los Angeles a brilliant national professional reputation when the city was ambitious for marketable reputation.

Fortunately Mrs. Dorsey had served with each of these superintendents and had been exposed to all of their varieties of psychology and pedagogy, and she has eliminated cautiously, modified judiciously and adapted skilfully, giving the city more wholesome thrills in eight years than all others gave in twenty-four years. She retired on her seventy-second birthday with accredited achievements that will give her a place in history unsurpassed by any other city superintendent in the seventy years of city superintendencies in the United States.

Belding's Page

TO BEND OR NOT

ALL SORTS of people are needed to make a world. One sort is represented by Dr. Clarence C. Little, who recently resigned the presidency of the University of Michigan. A brilliant man and a man of ideals is Dr. Little. Also he is a man who has never learned to bend. He wanted certain things done in certain ways at Michigan. And everything he wanted was certain to stir bitter opposition somewhere. Some students were upset over restrictions on automobiles. Others resented strictures on liquor. Part of the faculty went up in arms over the professors he brought with him. Others objected to his merit system of promotions. Townsfolk opposed his plan for additional dormitories. Trustees thought him too rigid in refusing gifts with strings attached. The result of all these oppositions was that he had to quit.

Education would be better off today if Dr. Little had put across one big idea at a time, and yielded a few points in other respects until an opportune time came to make new headway.

To know when one should compromise and when not, is a fine art in leadership. Dr. Little's case will bear close study. His temerity was admirable. Many college presidents might well exhibit more of that quality than they do. But how much? It's a momentous question in the career of every professional man.

FORCIBLE FEEDING

HAVE college faculties any accurate knowledge of the hours actually spent on prescribed study by their undergraduates? Many of them certainly have not.

The tendency of each professor or instructor is to demand unreasonable swaths of the student's time for one particular course. When the student grapples with the combined demands of all his intellectual masters, he is likely to find himself swamped with work.

It was a sophomore in a New England college who expressed regret because when he came to something in his studies which specially interested him, he simply had not time to pursue that line of interest without neglecting some other task that had been assigned and he would be expected to complete.

Is it wholly unreasonable for a student in college to be allowed sufficient leeway to follow out the lines of inquiry which attract his thoughts?

In the case of secondary schools, certain standards of quantity have to be met. But there is no higher authority standing over the colleges to insist upon quantitative standards. What then is it that makes the college professors feel so rushed? Is it because the course has been described in the catalogue and must be a match for corresponding courses in the catalogues of rival institutions?

If so, it is silly business.

The average student in college—the one who survives the freshman year and really gets into the swing of things intellectual—usually has three cruel taskmasters to one that is humane. The net result is a prodigiously heavy schedule, with studying prolonged into the small hours of the morning on many occasions, and with exceedingly limited liberty to tread in pathways of delight.

Some of the crowding may be only apparent, due to the failure of undergraduates to plan their time properly. But even that is within the scope of faculty guidance, or ought to be.

By and large it is doubtful if many students actually break down under the strain of college. Mental effort never hurt any one, President Eliot used to say. And young people are fairly rugged, able to stand a good deal. But there is enormous loss in depriving students of the privilege of going deeply into matters they would like to probe. Superficiality is the inevitable harvest of such a scheme.

RESISTING CHANGE

ALL progress is rendered difficult and slow by people who cling to old moorings and refuse to let go.

Science claims to be open-minded, ready to welcome any fresh discovery of truth. And science has certainly earned some right to this claim.

But take medical science for example. If a discovery is made by some individual not of the regular fold, how soon does it become incorporated in the books of medical lore?

Business in these days is forever searching for new light upon its problems. But if anything comes along that threatens to be revolutionary, most of business shies at it. Corporations have been known to lock important inventions up in their vaults for fear that competitors will make use of what they do not dare to use themselves.

Some educators look askance at every proposed innovation. It might upset the old ways of doing. To move along in ruts is so much simpler.

All this talk about chloroforming men at sixty would fade away if more men above sixty would preserve the ability to climb out of ruts.

Modern boulevards have pretty successfully done away with ruts.

The human mind should endeavor to travel on boulevards—especially the mind of any one who presumes to be a leader.

Anson W. Belding

Associate Editor.

The Value of Examinations

(Discussion continued from January 21)

R. G. JONES
Superintendent, Cleveland, Ohio

EXAMINATIONS in themselves are neither good nor bad. Their value depends upon the plan back of the subject matter they are designed to cover, upon the power and vision of the teacher, upon the results the examiner expects to get from them, even upon the ability of the examiner to interpret the results which they yield. If I were to spend five hours a day and five days a week for an entire semester in the same room with thirty-five or forty children, all supposedly engaged in purposeful learning activity under my direction, I do not believe it would be necessary to give them an examination at the end of that time to discover whether or not they had learned anything. I think I should know by the end of the first week which of the children were learning, and something about the rate of their learning and the processes by which they learn. A formal examination on subject matter alone, I am certain, would merely confirm my own observation.

I can imagine situations in which it is necessary to do just that. But on the whole I am skeptical of "final" examinations given as a condition to promotion. No examination is worth more than the plan back of the subject over which the examination is given. You might teach a child to spell one hundred useless or archaic words, and your examination might reveal that he had learned to spell them, but it would not reflect that the subject matter of spelling had been affected. Nor do I believe that a factual examination necessarily tests the power of a student or his understanding. A boy may learn a whole textbook in geometry and pass a good factual examination. Anyone with a high P. L. R. can do that sort of thing in one or more subjects. However, the examination does not reveal whether the boy has learned geometry for just a day—for the special occasion of the examination—or whether he has learned it for life. Nor does it reveal whether he understands what he has learned and can use it in any genuine life situation.

The examination or test given for diagnostic purposes, however, will be with us a long time. Apparently these are just at the beginning of their usefulness in revealing, not the child's ability to absorb facts but our ability to teach, the value of our methods and the materials of education. We shall have examinations, too, that test the ability of the child to think with the facts he has acquired. A pupil who has mastered certain facts of Roman history should be able to apply those facts in speculating upon the future of his own country. If he has learned certain facts of geography he should be able to understand the factors involved in finding a site for a new factory.

I think we shall have many more examinations in the future than we have ever had in the past. Their value will depend upon our own ability as teachers to devise them scientifically, to administer them justly, and to interpret wisely their results.

E. RUTH PYRTLE
Principal, Bancroft School, Lincoln, Nebraska

EXAMINATIONS help the teacher to test the quality of her instruction. They should show what the child does or does not *know*, but too often they fail in this. Tests when properly given are a stimulus or challenge to a student to more effective or more thorough work.

The kind of examinations which cause students to cram merely to pass the test, rather than to acquire knowledge that will stick, are worse than useless. This type of examinations, prevalent in many of our schools and colleges, builds bad mental habits rather than good ones.

The type of examination which checks the accuracy of the student's knowledge and stimulates him to correct the wrong information and increase the right information is the only type which has a legitimate reason for existence in our schools.

S. H. HOLMES
Superintendent, New Britain, Connecticut

I AM OF the opinion that examinations should not be abandoned. They should not be employed as a basis for promotion to any school or grade.

I think they should be used as a means of measuring to a partial extent the pupil's achievement in different school subjects, and it is well also to use them frequently enough to give the pupil familiarity with examinations and confidence in himself whenever he meets an examination.

KATE V. WOFFORD
County Superintendent, Laurens, S. C.

A LITTLE eighth-grade girl in one of our consolidated rural schools summed up very neatly, I think, for me the question of examinations. Examinations were a new experience for her. She had come from a one-room school taught by a procession of inexperienced teachers who were bewildered in the midst of forty lessons a day with no time, nor inclination, nor strength for examinations of any type. When her school was consolidated and she was transported to a modern, beautifully equipped school with well-trained teachers for her grade, every one of her

new experiences was a wonder and a delight. At carefully chosen intervals she was tested by her understanding teachers, and even her examinations became for her a sort of merry adventure. Following the first examination of her life she confided to her history teacher that she felt as if she had been on a long trip and had stopped to look back. I rather like that idea of an examination. I think these pauses for examinations in the routine of teaching, whether they be formal or informal, are valuable. They give both teacher and pupil the opportunity of measuring themselves.

One of the greatest improvements in education for the past few years has been in the field of testing. It was a happy day for children when these pauses in recitations began to swing away from the testing for facts alone. The old essay type of examination, where teachers found out what children did not know, is being supplemented and in many cases substituted for by the use of standardized tests, which although in their infancy show promise of a helpful substitute for guess work in education. The future of these new standards of measuring is unlimited and full of significance. Their use means that we may in the future, as these new tests are perfected, hope to substitute scientific facts for personal opinion. While standardized tests are not perfect measuring instruments they can become valuable tools by which teachers may make their work more effective.

Further, the results of these tests may become in the hands of the skilled county superintendent of education a powerful weapon for the moulding of public opinion. Particularly is this true in the question of consolidation of rural schools. For instance, before we began the program of consolidation of the rural schools in Laurens County we asked the Rural Education Department of Peabody College to make a study of our needs with recommendations for their remedy through a county survey. The children of the schools of the county by this survey were put through a thorough testing program. It took no Solomon to read the results. Even the average layman could understand the graphs that showed that children in the one and two teacher school were from one to two years behind the children of schools of five and more teachers. Parents with these results before them were quick to ask the reason. Was it a shorter school term that brought such disastrous results to their children? Was it a heavier teaching load than one teacher could carry? Would a consolidated school of longer school term bring about better results? Their concern and aroused interest gave the County Board of Education its chance. With "talking points" taken from the results of the county-wide tests, parents opposed to consolidation as a principle became convinced that it might be a good thing for their particular school, since it involved the retardation of the children of their own districts.

It pays us all "to look back," whether it be the individual pupil who pauses in his joyous adventure of learning or whether it be the school system that has faith in the future it looks forward to. So far, examinations, whatever the type, is our only method of both looking backward and forward at the same time.

JOHN O. CHEWNING

Superintendent, Evansville, Indiana

I DO NOT attach any special value to examinations. Every teacher ought to test the achievement of her pupils from time to time to learn how they are progressing, in order to know how to provide for their further education. I do not believe in the use of examinations as hurdles which must be cleared. If my memory serves me correctly, Superintendent Maxwell of New York City said, some thirty or forty years ago, that the only question to be answered at the end of a term of school was whether or not, in the judgment of the teacher, the pupil could do the work of the next grade above. If the teacher thought that he could, he was to be promoted. I do not think much of examinations in the ordinary sense of the word.

T. R. COLE

Superintendent, Seattle, Washington

I FAVOR examinations for three reasons:—

(1) They are a stimulus to the pupils to do better work.

(2) They afford a training in concentration to meet certain tasks that must be performed.

(3) They serve as a means of measuring curriculum accomplishment.

It was a rule in the Seattle schools for some years to excuse all pupils of advanced standing from taking examinations. In other words, we made examinations a penalty, and it was considered somewhat of a disgrace to take them. As one teacher put it, "The only pupils in this school who are taking examinations are those who will profit the least by taking them."

In checking the work of the pupils at the University who escaped taking examinations in the high schools, I found that they suffered because they were unaccustomed to taking tests.

We give short monthly tests and term examinations in the regular academic subjects. The extent to which the examinations count on the final grade depends largely upon the individual pupil.

[This symposium will be continued February 25. An expression of of your viewpoint is invited.]

Conditioning Aesthetic Responses

By JEAN KIMBER
Harris Teachers College, St. Louis

PROBABLY every art syllabus states that appreciation is a fundamental objective of art teaching. Agreement on the objective is much more general than agreement on the methods of obtaining it. Each art expert advocates that method which in his judgment is best. Thus we have in one place art history, in another art analysis, in another drawing and modeling—each with art appreciation as its aim. It is not questioned that appreciation may and often does result from these approaches; but their adoption is based on opinion rather than on scientific study. It seems, therefore, not inappropriate to suggest that, supplementing them, a method be tried which is along the lines of recent psychological studies.

To make this suggestion clear it will be necessary to review briefly what is meant by a conditioned response. Psychologists say that it is natural for each individual to react in definite ways to certain definite stimuli. For example, a person winks when any object suddenly approaches his eyes, but he does not wink when he hears a whistle blow. However, if he should hear a whistle several times just when an object approached his eyes he might ultimately come to wink at the sound of the whistle. His winking reaction to this stimulus, which originally did not cause it, would be called a conditioned response.

Experiments in psychology point to the fact that young children make fear responses, such as trembling, screaming and running away, originally to very few stimuli. Among these seems to be the sudden approach of a large, strange object. For example, if a strange person rushed suddenly towards a small child he would probably scream and run. If the approaching person conspicuously wore a feather boa and if she repeated her action a number of times or made a very vivid first impression, the child might become afraid of feather boas, possibly of all feathers, of birds, of chicks, even of feather dusters. Such fears would be conditioned. Many of the fears of children and most of the strange aversions of adults may be traced to some such early experiences. Psychologists, after finding the origin of such fears and aversions, succeed in "unconditioning" them.

Fears may seem somewhat remote from art appreciation, but in reality there is considerable resemblance between the two types of responses. Both are emotional experiences, the one having a "feeling tone" which is pleasant; the other, one which is unpleasant. Both are caused originally by relatively few stimuli. These, in the case of fear, have been tentatively determined by experimental procedure. In the case of art appreciation the roots of the aesthetic experience have not been so thoroughly studied, but are "probably the satisfyingness of glitter and color, or rhythm in percepts and movements." *

Like fears, too, aesthetic responses may be conditioned. Jacobs says: "From many experiments made with pupils I have succeeded in finding—where they liked or disliked a certain color—that their psychological reaction could be traced to an early experience." † He then quotes, to illustrate his point, a few of the "many hundred instances" which he has studied. These instances are not from the psychological laboratory or the schoolroom but from life. Every individual through his everyday experience is probably increasing the number of things to which he thrills with pleasure or from which he draws back with distaste. He does not reason why; these responses are being conditioned by his environment.

Why leave all this to chance? Since it is happening, why not try to control it? To do this intelligently would involve first a thorough study to determine to what stimuli in color, form, texture and the like, children naturally respond with pleasure or displeasure. It would also involve a study of their individual differences when they enter school, for environment has even by that time affected them. Furthermore, it would involve a very definite, short, well-chosen list of those art objects which it would be desirable for all to enjoy. Several such lists, some perhaps too long, have appeared for pictures. They are needed for other forms of art expression.

With a knowledge of the simple stimuli which actually call forth aesthetic responses and a knowledge of a few fine objects toward which it would be desirable to have such responses, it would then be possible to plan a procedure which would result in the association of a known simple stimulus and a desirable but as yet ineffective stimulus, and to plan for this association to occur frequently and vividly until the aesthetic response would come not merely from the original stimulus but also from the desirable stimulus alone.

To illustrate, let us assume that children like the touch of a smooth, cool surface. Why not let them handle a beautiful cast? The pleasure first aroused by touch might later come merely from seeing the cast. Or let us say they like blue. Why not use this blue as a mount for some fine picture? The pleasure aroused by seeing the mount around the picture might later come from

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*Norsworthy and Whitley: "The Psychology of Childhood." Macmillan, 1923, p. 87.
†Jacobs: "The Art of Color," Doubleday Page, 1923, p. 29.

seeing the picture on the mount and finally from the picture itself, regardless of its mount. Such procedure, wisely planned, might result in the child's enjoyment of a wide range of beautiful objects.

To be sure this same procedure, unwisely planned, might result in enjoyment of less worthy objects. That is why the list of things to be presented should be well thought out, and the approach well planned. To fix, intentionally, a habit of responding with satisfaction to something not fine would be a vicious thing; but that such habits are being fixed daily by every child's environment is a fact that must be faced.

An objection might be made that these conditioned responses would be purely emotional, unthinking. But should not appreciation be fundamentally an emotional experience? Later study of these same beautiful objects might give an understanding of why they are worthy, a grasp of their historic significance, an admiration of their fine workmanship. Such study at the beginning might result in a coldly critical attitude which would detract from true aesthetic enjoyment.

A further objection might be raised that these conditioned responses would result in all children liking the same things. As a matter of fact the intent of methods now widely used is to lead every child to appreciate a definite list of pictures and statues. Conditioning his responses to a small nucleus of recognized fine things would result not in uniformity in all appreciation but in a higher common standard from which all children could start. The suggestion that certain aesthetic responses be conditioned is based on the assumption that the same original sensory appeal is the root from which may flower appreciation of more subtle and lasting beauties and also enjoyment of cruder and less worthy objects. The purpose of this method would be to assure the development of the finer flower, from the seeds of which, in the varied soils of widely differing environments, might grow finer aesthetic appreciations than are at present attained.

The Durant Prizes and School Boards

By WILLIAM H. ALLEN
Director, Institute for Public Service

ON LAST Christmas Day, 1928, W. C. Durant paid two prizes of $25,000 and $5,000 for two plans considered by the Committee of Award to be the "best and most practicable" among 23,230 contributions "for making the Eighteenth Amendment effective." Several aspects of this contest have special significance to school boards and school managers of public, private and parochial schools.

The school prize went $4,000 to the winning school, and $1,000 to the winning student. This is a fair recognition of a fact too often overlooked in contests, including within-school contests, that the school does most of the work and suffers most of the disruption arising from contests. Moreover it recognizes when paying the prizes what is the paramount fact, that it is the school, the teachers and the *esprit de corps* of the institution that together impel winners to their best efforts.

There are many other contests each year which would be much more easily justified if the prizes were to go in part if not entirely to the schools from which victors come and to which victors owe in chief part their triumphs. Somehow it does not quite fit our pictures of democracy and social responsibility to have a whole school turn out for a contest, have teachers give their overtime and their solicitous thought and training to competitors, have competitors help one another's progress toward the goal and then let one out of many carry off all the material profit while the losers and the faculty satisfy themselves with re-reflected glory.

Another interesting feature about the Durant school prize is that the Committee of Award agreed informally, after a day spent studying and comparing three plans by high school students and seventeen plans by professional men, that the three high school plans struck a higher average level of comprehensiveness, practicability and appeal than did any three of the adult plans.

When one of the judges expressed surprise at this, the chairman, W. O. Thompson, president emeritus of Ohio State University and moderator of the Presbyterian General Assembly, reminded the company that the present-day well-taught high school boy has a vision, a power to think with facts, and a power to express himself far above that which was known a generation ago among boys of the same age.

When we stop to think of it, why should not the high school boy of today, who is being trained in the facts and principles and practices of social-mindedness, have a vocabulary and an outlook quite as mature and often more progressive than his elders who never studied the social sciences, who were not helped to understand current problems, and who were not taught the obligations of the individual American citizen to his locality and to the taxpayers who gave them their educational opportunities?

Not the least interesting incident in this contest was a telephoto's reminder that youth's thinking has naturally changed, in partial keeping with scientific progress. The accompanying picture of Malcolm D. Almack, fifteen-year-old winner of the

$5,000 Durant prize for the Palo Alto high school—of which his own $1,000 is to buy his college education—tells an interesting story. It appeared in the morning papers in all parts of the United States the second day after Christmas; yet at three o'clock the preceding afternoon young Almack in Palo Alto, California, was telling Mr.

MALCOLM D. ALMACK

Durant's office in New York City over the long-distance telephone, and in tones as clear as his picture, that he had no photograph and not even a kodak snapshot. He was persuaded to go to a photographer, have his picture taken, and deliver a copy of the photograph to his local telegraph office, with which arrangements had already been made for quick delivery to San Francisco. Probably few of several million fellow citizens who saw that boy's smiling face the next day in distant cities looked carefully enough to notice that it was a telephoto or distance photo sent over telegraph wires.

Still another feature of the Durant prizes seems to me to have significance to school boards and school superintendents, and that is the fact that every single one of over 23,000 contributions was studied for every bit of helpfulness which it contained. Opposite every step proposed for making the Eighteenth Amendment effective a check was made for later tallying in its proper classification. Opposite every incident, bit of local color, or sententious phrase that promised to be useful for later study, a cross was made. Later all these crossed items were put on cards.

Every plan that had some special value or interest because its writer was a chief of police, or a bootlegger's wife, or a state supreme court justice, or a committee of Seattle lawyers, was marked for special study so that valuable statistics, or quotations, or local color should be preserved and kept from the wastebasket.

In other words, Mr. Durant and his committee of award recognized two or three truths about contests which school boards and superintendents will often find it to the advantage of their schools to recognize. What many losers contribute is apt to be far more valuable than what prize-winners contribute; those who offer prizes owe it to those who compete and to the public for whose benefit the contest is held to meet contributors half way and to listen to what they say.

In the case of the Durant prizes, it is conceivable that the picture which 23,000 contributors gave of public thought in their localities will prove vastly more valuable than the points in either the best or the hundred best plans. For example, 187 thought that violators of the prohibition law should be put to death; 188 thought they should be imprisoned for life; 191 thought that they should be sent to prison farms; 2,122 thought that every offender should have a jail sentence; 872 that every offender should have a jail sentence and be fined in addition; 505 that every offender should have a jail sentence and hard labor; while sixty wanted torture, seventy-three wanted public whipping, and 490 were convinced there should be no pardons or paroles. The schools of the country should not only know of such beliefs, but should ask themselves whether, as part of the history and civics to be taught, there should be included facts and principles about penalties for violating law.

One final striking fact about 23,000 plans including over 64,000 suggestions is that almost every paper held that the basic remedy for lawlessness is education. If that is true, how wonderful is the opportunity of our schools and how awesome their obligation! If, on the other hand, education is not a remedy for lawlessness, how can school superintendents and trustees justify the more than $2,000,000,000 annual tax for education?

Influence of the Teacher

When we speak of the inspiration of the schools we think at once of the teacher whose personality inspires respect and confidence, provokes effort, makes indolence and indifference seem unworthy, arouses ambition, and whose knowledge and wisdom are a constant lure to effort on the part of the students. The teacher is the inspiration of every school . . . and rarely does a teacher fail! The men and women in America today know this; they who bear the responsibilities of the families, the communities, and the nation, do not forget to attribute their ability to carry on to the inspirational influence of teachers. Great teachers are found at some time in every school; when they linger long enough and when there are enough of them, the community becomes great—there is no resisting their inspirational power.—Mrs. Susan M. Dorsey, Los Angeles.

Mrs. Dorsey's Retirement

By A. E. WINSHIP, Editor

DR. SUSAN M. DORSEY, who retired from the superintendency of Los Angeles on January 31, entered the school system as a teacher of Latin in the Los Angeles High School in 1896. There were then seventy-five teachers and 4,679 pupils enrolled in the twenty city schools.

Now there are 380 schools and 8,976 teachers, almost twice as many teachers as there were pupils when she became a teacher in the city, and there are more than 360,000 pupils in the schools from whose leadership she retires.

Most of this miraculous increase has been under her leadership as superintendent since 1920. There were then 140,000 students, and in her eight years there has been an increase of 220,000. This is an increase of more than fifty per cent. above the entire school population when she had been in the system twenty-four years.

Eight years ago there were 233 schools in the city. She has added 98 schools. There were 3,537 teachers in the city eight years ago, and she has increased the number by 5,439, an increase of 155 per cent., more than one and a half times as many new teachers as there were in the system twenty-four years after she joined the system. As an administrative evolution this is absolutely unthinkable.

In 1920, when Mrs. Dorsey became superintendent of Los Angeles, there was a maintenance budget of $6,312,000. In 1928 it was $27,372,000, an increase of more than $20,000,000 in her administration.

In 1920 the building and land appropriation was $782,000. In 1927-28 it was $5,071,000, an increase of about $4,300,000 a year. This certainly is unthinkable.

And Mrs. Dorsey has had to keep ahead of the procession for eight years, when school enrollment, teacher increase, tax leaps for maintenance and buildings have been terrific.

No man has ever been required to keep such a pace in any city in the world. Mrs. Dorsey has met every crisis calmly and so brilliantly that her last election was unanimous, and her salary was increased twenty per cent. She retires in the full vigor of physical, mental, and professional poise with personality undisturbed.

No American educator in academic or public official educational service has had such an achievement record in eight years as has Dr. Susan M. Dorsey.

The combined teaching force of Los Angeles has presented to the city a portrait of Mrs. Susan M. Dorsey, costing several thousand dollars. It was unveiled in Shrine Auditorium on January 23, William John Cooper, United States Commissioner of Education, presiding.

The academic procession was one of the most impressive demonstrations in the educational experience of the country. The president of Vassar College, from which institution she was graduated fifty-two years ago, and from whose hands she received the honorary degree of Doctor of Laws on the fiftieth anniversary of her graduation, deputized one of the leading representatives of the college to join Governor Young and other state and city officials in leading the procession of presidents and deans of the universities and colleges of Southern California.

The officers of the six teachers' organizations of the city were in charge of the program of the meeting and of the unveiling of the portrait.

The suggestion of contributions of the teachers for the painting of the portrait met the cost of the portrait and provided a surplus which established a Susan M. Dorsey Scholarship Fund, which was announced in connection with the unveiling of the portrait.

On January 31 Mrs. Dorsey's last official function was the presenting of diplomas to the graduating class of the Los Angeles High School, which she entered as a teacher of Latin thirty-two years before.

We cannot resist the temptation to intrude a personal word. We knew Los Angeles fourteen years before Mrs. Dorsey became a teacher in the city. We addressed the Los Angeles High School fourteen years before Mrs. Dorsey taught there. We have known every superintendent of the city, every principal of the Los Angeles High School, so that her experience of thirty-two years in the city system as teacher, assistant superintendent, and superintendent means more to us, as we write this, than it can possibly mean to any one who reads it.

The greatness of any nation, its freedom from poverty and crime, its aspirations and ideals, are the direct quotient of the care of its children. —Herbert Hoover.

Growth of the Parent-Teacher Movement

By HAROLD S. BOEDEKER
Blue Earth, Minnesota

THE parent-teacher movement in the American public school is one of the recent enterprises in which the American people have become engaged with a considerable degree of keen interest. Of the institutions which have grown up in our national life the home, church, and school are no doubt the expresssions of the three which come closest to our hearts, and in them the type of citizens our land is to have in the future is largely determined. Many local parent-teacher organizations exist, but the state and national organizations have become incorporated and organized upon a large scale.

The National Congress of Parents and Teachers was preceded by "The National Congress of Mothers," and also by "The National Congress of Mothers and Parents and Teachers." This latter organization had its last meeting in St. Paul in June, 1924, and at this meeting the name was changed to "The National Congress of Parents and Teachers." The old and somewhat time-honored idea that "Father did not count," or that "Mother had exclusive care and interest in the children and their progress in the public school" has long since been discredited and its fallacy has been laid bare to the awakening minds of the American people. We are at last beginning to awaken from our century and a half of slumber, and to realize that in order to produce a type of future citizen for our country which will be desirable and the kind we need, the home and school must co-operate in every possible way. The home must first send to school a child physically, mentally, and morally fit to start on his way to intelligent citizenship, and the school must understand fully the home conditions, surroundings, and background out of which each child steps as he enters the portals of the great melting pot, the greatest democratizing, citizen-manufacturing institution known in human history, the American free tax-supported public school. In 1924 there was reported at the national congress a membership of more than 651,000, representing forty-six states which were carrying on organized programs. Let us note for example some of the work which is being accomplished by the individual organizations in various parts of our land.

L. U. Kohn, publicity manager of the National Council, reports that there is a special interest taken in Americanization work. He states that the New York branch stresses work among the Italian people. Parents and teachers get together and criticise each other constructively, and the schools exist for the purpose of mutual understanding and help.

The Connecticut Association gets in touch with all Americanization agencies. The suggestion is made, for those towns in which there is found a large foreign element, that the members of the association petition the school boards in the various communities to provide appropriations for night school work for these people. Parents and teachers would be willing to give two nights a week to the training and helping of these people. One might not think of the value arising from such service, but upon second consideration the great importance which it holds for our American homogeneity is obvious. Children are influenced by the people with whom they come in contact. If the influence of these foreign people is un-American, it is decidedly undesirable. Their children wish to enjoy the same privileges which our own American children enjoy. In order to make this possible, these people must be taught American customs, ideals, ways and means of living. It is a great responsibility which has a long and lasting influence. County Americanization organizations can be formed so as to divide the work evenly over a county, thus making for more widespread and efficient Americanization work.

Local parent-teacher associations should have a definite connection with county, state, and national associations. People who would be interested should be canvassed. An association may combine the efforts of its members and be responsible for the Americanization of one or two people of foreign birth. No more excellent plan could be worked out than for a society in a small community to take into membership foreign parents who might be living in their midst, strive to create within them a desire to become genuine American citizens, and assist them in the realization of this ideal.

Ella C. Porters, National Thrift chairman, urges that the children be taught thrift in the home by use of the budget system. The national thrift committee of the Young Men's Christian Association is working with her and with others to try to show valuable hints for school and home use. The creation of thrift work in the school is a part of the Parent-Teacher Thrift Association. Dr. Kilpatrick discusses thrift and child allowance at one large meeting. He holds that the child must have an allowance, and also the opportunity to earn money with which to buy something in order to teach him its real value. Numerous programs along the lines of thrift may be put on to drive home the idea of thrift in an effective way.

The previous ideas were set forth in an article entitled "Effective Thrift Work by Parent-

Teacher-Associations," by M. R. Wilkinson. She suggests also a system of maintaining Student Loan Funds.

She says: "Many families are too poor to keep children in school through the grades. Many organizations maintain loan departments. The Caroline B. Newman scholarship is a loan fund of the Missouri Parent-Teacher Association. Many individuals give $100 or more and have a privilege of naming a scholarship. In case of death people often send flower money to the fund in the name of their departed friend. The Kansas City, Missouri, Association grants $3.00 to parents, who must report every half-quarter. One-fourth is included for the fund. There are various sums and ways of handling the money given by the different societies for this purpose."

Some might ask of what use is the loan fund in the public school. Many living outside the school district are obliged to pay tuition. Those who live away from home must pay for board, room, books, clothing, etc., and when all of this is counted up, it amounts to nearly as much as a college course.

Another vital activity of Parent-Teacher Associations is the promotion of child health. The Los Angeles Board of Education has built a bungalow on the grounds of the Children's Hospital. The Parent-Teacher Association of Los Angeles is given control for ill American school children, and doctors and nurses give freely and willingly of their time and talents. The parents pay for the materials. The physicians and surgeons are all appointed by the Parent-Teacher Health Board. They give of their services freely and willingly, and X-ray treatment is also provided.

Kansas City, Missouri, carries on a social hygiene program. Kansas City toxins and antitoxins treat 4,800 children, and the council adopts an annual summer round-up to test the health of all children so as to have them all in first-class condition to return to school in September.

The Washington Parent-Teacher Association has a plan whereby they aid dependent children in the juvenile courts. A play-room is established in the juvenile court room of Washington, D.C., and an active Juvenile Court Commission has charge of it. Rest room, toilet articles, cribs, lunchroom, and loving care are provided. One would hardly believe the condition in which some children, victims of divorce and broken homes, come into this court. This is the first opportunity many of them receive for any kind of affection or attention from any source. Those of us who have had the benefit of a good home all of our lives cannot begin to appreciate the condition of these poor children who come from entirely different environments and situations.

In the direction of juvenile protection and delinquency, the National Congress of Parents and Teachers has taken some very definite and important measures. Their argument is that: "Children are born equal in the eyes of the law, but juvenile protection work has to make up for many deficiencies in home conditions and surroundings. In Mississippi a Juvenile Protection committee, composed of the principal, minister, librarian, and a teacher from each ward, as well as presidents of various organizations dealing with community needs, meets with the Juvenile Protection chairman of the Parent-Teacher Association.

Black Rock, Connecticut, has a credit system. Buttons and pins are given for good social conduct. These prize children are eligible to usher at public entertainments. If they fail they forfeit their pins and buttons.

North Dakota organizations employ police women to chaperon dances.

Oregon laws for child welfare are printed by the mayor and council of Portland for distribution. Twenty thousand copies of the laws of Oregon and the ordinance of Portland are for distribution by parent-teacher associations. Oregon has a central committee to attend to all the details of this work.

Colorado has outlined a juvenile protection program as follows: A juvenile protection chairman is appointed to each community or county in which parent-teacher associations are organized. They co-operate with mothers' study circles, and work with their children for the good of the child in its early pre-school education. Community spirit and community recreation for the children are created. Some societies influence boards of education to establish special classrooms and form definite programs for the over-bright children without shortening the number of required years in grade and high school. Juvenile Court committees are appointed in communities where there are courts, and aid is given in the establishment of juvenile courts and detention homes in communities where there are none. They attempt to make marriage laws as safe as roads are made for autos. They urge registration for dependent children in order that they might not be lost like puppies or kittens that are given away. The organizations also become familiar with the important state laws governing juveniles.

Chairmen in California are investigating public amusements and supervising where it seems necessary. Mrs. Miriam Van Waters, chairman of National Juvenile Protection, is referee of the Juvenile Court in California.

Both parents and teachers are coming to a fuller realization that the home and school must of necessity co-operate closely in order to most effectively carry out the task of educating children to properly take their place as citizens in this great commonwealth. One year saw a complete revolution in this respect in Mount Lisbon, New Jersey. Mrs. M. W. Reve has given a very vivid description of how a school worker went there to help the association, and found such a deplorable

condition that she at first despaired. The mothers of the community saw the need, but the fathers would not co-operate in any way, and the situation was hopeless. Within a year the improvement was unbelievable, for money had been raised by various sales put on by mothers and teachers. The fathers bought the food and other articles for sale and thus helped in the enterprise. A library was established and aided greatly by the state library. The growth in membership was steady and the growth of the lives, spirits, abilities, and efficiency of the parents who belonged was beyond the question of a doubt. If American fathers and mothers accept the proper challenge, America will no longer stand twelfth in education among the nations of the earth. A parent-teacher association is the most valuable bridge possible between the home and the school in their efforts to give our future citizens the proper start on the road to success, character, and good citizenship.

A great problem arises before the association for solution in the form of recreation and amusement for our young people of today. Records of the juvenile courts show the wrong use of leisure time. The cost of disciplining an unruly child for one year would furnish recreation of the proper type for fifty-five children for the same period of time. The study of the playground situation which is bei g made by the Parent-Teacher Association is being led by J. W. Faust of the National Playground and Recreation Association of America. Various sections of the country and many organizations are working out diversified methods of adopting the general plan in some form.

Cincinnati has summer schools of recreation divided into age groups, so as to train people most effectively to direct play programs for certain ages of children. Recreation was the theme of the meeting at San Diego. Corollary with this program is the organized fight against obscene literature and influences which creep into youthful groups often without knowledge of the parents until it is too late. The teachers and parents should be so closely and vitally interested in the welfare of the children that they will not try to kill their interest in shows, but provide proper food for it, and make it a vital channel of instruction of proper principles of living and thought. In an article on "Solving the Moving Picture Problem," Mrs. Charles E. Mirriam, chairman of the Better Films committee of the National Congress, sets forth some very important and interesting information:—

"Parent and teacher associations have fought against ill films in a general and widespread campaign against evil and unrighteousness in the movies. Suggestions have been sent to parents and teachers' associations all over the United States to help in preventing the evil. Mothers should be very careful to train their children in the important lessons of life, sex, and general morality in the home before they ever reach the school age. We as a nation deplore the day when the American child learns his first lesson in life from movie actors and actresses. The home and the school should co-operate to help the child develop good emotional as well as physical habits. Protection of the child's nerves is a great service, therefore protect and guide the pictures as you do the reading. In reading guidance the services of the English department may well be brought into play. Selection of reading must be done with greatest of care. Train the child to help devote leisure hours to those habits which best build up what we need, and which do not destroy.

Mrs. Mirriam has also prepared the following questionnaire, which she has sent to organizations of parents and teachers throughout the country:—

Name of organization.....
City..... State.....
President's name and address.....
Better films chairman and address.....
Name five pictures seen during the last two years.
Name five pictures that you have considered the worst seen in the last two years.
Do you think that pictures have improved during the last two years? (If you are seeing only endorsed films, please ask someone to answer this question who is seeing pictures indiscriminately and whose judgment is worthy of your consideration.)

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SHENK GALLERIES

No. 32 HALSEY STREET **NEWARK, N. J.**

"When you think of Pictures, think of SHENK"

Do you think that the average picture exercises a good or bad influence on the boys and girls of your community?

Do you think that boys and girls should be allowed to see pictures dealing with such adult problems as:—

Illicit love affairs.
Illegitimacy.
Divorce problems.
Prostitutes.
Holdups.
Murders.
Underworld activities.
Gambling.
Pickpockets.
Gunplay.

Should so-called educational pictures dealing with sex-hygiene be shown in a moving picture theatre?

Ask five young people between the ages of sixteen and twenty-one whether or not they go to the movies as often now as they did two years ago.

How often do they go now?

Why do they go?

Ask these five young people if they enjoy these movie themes offered now, or are they becoming bored with them?

What themes appeal to them most?

Name five books you would like to see filmed.

The article continues to state that child specialists and criminologists are warning us that children under sixteen cannot stand the emotional strain induced by eighty per cent. of the movie themes. Would you help the public opinion to be aroused to the necessity for establishing laws to bar boys and girls under sixteen from the movie theatre? Would you help your community to become aroused to the necessity of providing wholesome and educational pictures in your school or church for boys and girls under sixteen?

This suggests a good survey of the problem of moving pictures and the same questionnaire mignt well be made to fit periodical literature with but slight variation or alteration. The publications of many of our periodical presses are far from being fit material for the mind of this age, from junior high school on up, and even lower than junior high school. Unless the American people know what their children are reading, their efforts to build for them proper programs of amusement and the proper curricula of education will be futile.

Now the Parent-Teacher Association might exist as a social organization of good repute in the community, but it is useless unless we understand that it has some definite and vital connection and co-operation with the public schools.

The National Congress of Parents and Teachers is conducting courses for parents in order to help them to become more efficient in their work.

"Parents are the highest privileged of people, but at the same time they are the least trained for their work. Education begins in the home, but a school teacher has the advantage of years of training for her work. The Oregon organization has in connection with its work a Parents' Educational Bureau. Considerable time is given to training in care for the pre-school child. Lakewood, Ohio, has been particularly successful in this work. Some State Universities, such as Virginia, Florida and Georgia, are giving courses in guidance and management of the work of parent-teacher associations. To show how successful this work is, we see that twenty-six new associations were formed in Wyoming County, West Virginia, as a result. Valuable parent-teacher institutes are being developed in the various states. In many of the larger universities and normal schools there are courses for leadership in this work. Many mothers of little ones receive untold benefit from a week of such instruction."

Our people are awake to their responsibilities, and are trying to give to their children all of the best possible advantages. The channels of work which can be done by the Parent-Teacher Association will open up as the field of education continues to advance. The sooner parents and teachers come together, realize the great fact that they are partners in the tremendous task of rearing the right kind of future citizens for our country, the sooner will many of our educational problems be efficiently and successfully solved.

The Pilgrim Way

By John Oxenham

But once I pass this way,
And then — and then the silent Door
Swings on its hinges —
Opens . . . closes—
And no more
I pass this way.
So while I may
With all my might,
I will assay
Sweet comfort and delight
To all I meet upon the Pilgrim Way.
For no man travels twice
The great Highway
That climbs through darkness up to light
Through night
To day.

If Studies Were Athletics

By ARTHUR DEAN

I dreamed I joined a class at school.

How I had to work to get into it! As only two boys — a regular and his substitute — were allowed to study any subject given in the class and there were fifty candidates out for each subject, I worked with all my heart and soul to get into the class — and stay in.

But I made it. Whoopee! The home town paper had a picture of me. Reporters interviewed me. The head of the school had me talk in assembly. Cigarette manufacturers sent me samples of their wares. I endorsed collars, shoes, sweaters and even books. The girls went wild over me.

How I had to work to stay in the class! The teacher made me eat special food and forbade my smoking. Ten p. m. was my bed time. Seeing my steady girl was taboo.

Every one of us was bawled out by the teacher — from the son of the boilermaker to the son of the millionaire. And the more he bawled the more we liked him.

Not one bit of nonsense from any of us. One lisp of back talk and we knew we'd be fired from the class. Whew, what a training! What a teacher! — What a system!

Every eye was on me. The principal prayed for my health. The school cheered when I mastered my lesson. Twice a day the school doctor examined me to see that I was in perfect form for my studies. When mother walked up the church aisle the congregation turned its head and to a man said: "There goes Bill Dean's mother. How proud she must be."

Then came the GREAT DAY for which school, teachers and I had worked. What a gang showed up! What a story the newspapers printed! What cheering! What wonderful girls looking on!

I threw my mind, body — yes, my very soul — into showing how well I knew the subject, for wasn't the honor of my school at stake? It could have had my heart or head or leg for all I cared.

That day every student did his duty. God bless each and all. Team work? Well, I rather guess. All for the glory of our school.

After we had all recited — and how the crowd did yell when an especially brilliant recitation was made — we were carried on the shoulders of stalwart alumni to automobiles which whisked us through the downtown streets. The Mayor made a speech from the steps of City Hall. We were given the keys to the city and the school board called a special meeting that night and voted each of us a platinum edged gold medal.

Just as mine was being pinned on I woke up.

It seems that the coach had said to me that day: "My boy, you've made the football team."

Copyright.

School Problems

Edited by a School Executive

223. What is the relation of the special subject supervisor to the building principal, and vice-versa? (Indiana.)

The building principal is in complete charge of the building and as administrator and supervisor should know and approve the schedule or program of the special subject supervisor. This supervisor comes to help the teacher usually in special subjects by demonstration lessons, conferences, etc. If the work doesn't go well, the classes failed to make the required progress, or the discipline is very poor the supervisor tries to adjust the matter with the teacher first, and if not successful takes the matter up with the principal, who stands ready to do all he can to help by suggestion, supervision and adjustment. The principal should observe the supervisor's work enough to know its quality and give help if he can. He is always responsible for the atmosphere and work in his building.

224. Once you find that a child can't make the first grade what is the sense in keeping him in school? (Maine.)

This question comes I take it from a system having no kindergarten, for that would be the natural place to put your child who is not ready for the work of the first grade. If you have no kindergarten to which you can turn, your problem is greater. In most first grades there is always a little slow group who weed themselves out early in the year. They go on more slowly, need more time to assimilate, can take much less and need it afforded differently. Sometimes they remain a little sub-primary class all the year, but they can do enough to warrant their being in school, and they need this slow, carefully-guided approach. If your child is in that group, even though early in the year you recognize his inability to complete regular grade work in one year he should be in school. If on the other hand he is below this group, is so immature as to get little or nothing, and the free play he needs and could get outside better than the retention in old-fashion seating, he should be excluded. How are you to do it? Of course, that is your problem. Some places have the rule which permits the first grade teachers with the approval of the principal to send home all such children who by the first of November are not able to carry first grade work provided they are not seven years old. I know places where this works well.

If you can't do this the next thing to do is to try to persuade the parents to take the child out. If the parent believes you are absolutely sincere in your desire to do the best thing for the child, and not just trying to get rid of him, no matter how much she may desire or need a teacher-nurse-girl she will usually listen, and in the end be guided by your advice.

No sub-normal child who upsets the whole class should be allowed to stay in. Such cases should be excluded, but cared for elsewhere.

225. How can we increase the average teacher's ability to read comprehendingly pedagogical literature? (Nevada.)

First of all by expecting it of her. It is part of her equipment and we have a right to expect her to understand and use a certain amount of educational terminology. We have talked down to her in the past. I have ceased translating my talks to teachers into sixth grade English. I expect them to sit up and listen on the job.

Every school system should have a teachers' library, and teachers should be encouraged to use it. Committees working out problems together will have to do much pedagogical reading. Book reports by individual teachers to the group help. One of the greatest values of college courses is the directed reading. Magazine clubs in schools promote pedagogical reading. Professional lectures bring and direct pedagogical literature. All these ways help.

226. How can we handle the nutrition work in our schools? (Rhode Island.)

If your city or town is large enough a full-time nutrition worker who will go into the homes is the ideal way. The next best is a part-time nutrition worker shared with some other town or towns, who will work a month with you, then go away for a month or two, and come back. The school nurse can help as she makes her home visits, but when it comes to budgeting and showing mothers how to feed their children wisest on limited incomes she is not trained for the work. The domestic science teacher frequently is trained, but her work within the school usually takes all her time. So the regular nutrition worker is the only sure way.

Lectures and demonstrations in cooking, food values and budgeting are very helpful, but the work in the homes excels all other ways of meeting the need.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Serpent Pencil

An author once sat down to write a book. "If I write a good book," he said, "I am afraid few will read it. If I write a bad book and then get some big person to condemn it everyone will read it and I shall make a lot of money."

After debating the matter a long time the author decided he wanted the money and set about writing the bad book. It happened that a long black lead pencil lay on the table before him. It had been made in Japan to imitate a snake. The lead at one end ran out of the snake's mouth and was screwed down as needed by turning the rattler of a snake's tail at the other end. It was, indeed, a very clever piece of work and full of meaning for anyone who, like the author, was about to write a bad book.

The author, himself, though a very wise man, did not see any meaning in the snake-like pencil. Very carefully he screwed out the right length of lead and set to work. In order to write a bad book he had to think bad thoughts, so he sat in the beautiful pure sunlight with beautiful pure flowers about him and thought nasty thoughts. It was like putting his arm into a den of poisonous snakes and pulling them out and setting them wriggling all over his desk top.

When the author had found the evil thing that he looked for he pressed the head of the serpent pencil against his pad and started to write. It was just as though poison dropped from the black fang in the serpent's head. Slowly, very slowly, the poison spread itself into letters and then words, each letter and each word squirming on the page like a new-born snake. Each letter of each word had poison in it and fangs as sharp as needles all ready to destroy the beauty of some clean spirit in the world beyond.

(To Be Continued.)

The Serpent Pencil—II

When the author had finished his book he sat back and sighed; then he corrected the manuscript and sent it to the publisher.

In due time it came back in printed form. Strangely enough the covers of the book were made to appear like a slatted box with serpents coiled under the slats. The heads of the serpents looked out through the slats and seemed ready to strike the hand that touched them.

The publisher was quite proud of the cover. He said it told so much about the story within. The name of the book was "The Serpent's Den."

The author smiled and rubbed his hands gleefully "'The Serpent's Den' will be a money-maker," he said.

The author was right. "The Serpent's Den" was a money-maker. It was also a poison maker. Wherever it went it brought its serpents with it. Whenever the cover was lifted the serpents streamed out and began their work of fastening their fangs in the spirits of those who read. Now strangely enough, no brood ever went back into the book when the covers closed, and yet a new brood always stood ready to stream out when the covers were lifted. There was a strange, mysterious life in the book that bred serpents and threatened the purity of the world.

One day the author's little girl found the book hiding behind others on a shelf. You see the author hid the book on his own book shelf. The little girl took the book to her father and said: "May I read this book, papa?" The author snatched the book from her hands. "By no means," he said. "Don't ever lay hands on that book again," but the little girl went to a circulating library and got the book and read it in secret, and a serpent crawled out and destroyed her spirit. The author did not know what damage the book had done till years afterwards when he received a letter from his daughter written to him across half the world. It said: "I saw your book translated into Japanese. It is selling everywhere. It has the same snake-box cover and I suppose is just as full of snakes as ever. I wonder, sometimes, who is going to pay for all the damage the book does." The author read the letter and smiled. He looked out the window at the great estate "The Serpent's Den" had brought him. He did not even feel sad. There was too much poison in his own soul.

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Saturday Night

To stand on a street corner on a Saturday night and to watch with an understanding eye the passing of the human throng on the hard-stoned street, is to be witness to the greatest miracle that the eye of man has ever been privileged to behold. Who are these creatures we see before us? Wherever have they come from — out of what void—into what void are they going? Above them the stars shine. Are the stars greater or smaller than these human specks who perchance look up and notice them?

Mankind! What mystery — what awful meaning is wrapped up in that simple word? The poet in dealing with this majestic subject has given us the clue that we must follow if we are to become conscious of the meaning of our presence here upon the earth. It is thus that we "reach, dream-led, for our revelations through one another—as far as God."

Saturday Night.

O Dream-World lights that lift through the ether millions of miles to the Milky Way!
Tonight earth rolls through a golden weather that lights the Pleiades where they play!
Yet—God? Does he lead these sons and daughters? Yea, do they feel with a passion that stills,
God on the face of the moving waters, God in the quiet of the hills?

Yes—what if the million-mantled mountains, and what if the million-moving sea
Are here alone in facades and fountains—our deep stone-world of humanity—
We builders of cities and civilizations walled away from the sea and the sod
Must reach, dream-led, for our revelations through one another, as far as God.

Through one another—through one another—no more the gleam on sea or land,
But so close that we see the brother—and understand—and understand!
Till, drawn in swept crowd closer, closer, we see the gleam in the human clod,
And clerk and foreman, pedler and grocer, are in our family of God.

James Oppenheim.

The Beautiful Thing

A man who wanted to know once went around in the world asking questions. The question he asked was always the same: "What is the most beautiful thing you have?"

He asked a little girl whom he found walking beside the road near a village.

"Oh, sir," said the girl, "my little white sheep is the most beautiful thing I have."

He asked a boy whom he found sitting astride a fence rail not far beyond.

"My dog," said the boy, without a moment's hesitation.

He asked a young lady who stood before the door of a farmhouse churning cream into butter.

"My engagement ring," said the young lady, "see how its diamond sparkles!"

He asked a young man who was busy raking hay in a brown field.

"The young lady who is churning butter before yonder door," said the young man.

He asked a mother who sat under an elm tree rocking gently a cradle that stood nearby.

"My baby, of course," said the mother. "See how he smiles up at you!"

He asked a man who was cutting firewood in the forest.

"Liberty," said the man. "Without it life would not be worth living."

He asked an old woman who sat looking out of a window at the wagons that went by on the road below.

"My memories of happy days," said the old woman, with a sigh.

He asked an old man who hobbled slowly along with the help of a cane.

"My honor," said the old man. "It is all I have left after a life of hard work and honest dealings with all men."

The man who wanted to know sat down on a rock and thought. "It is useless to ask more questions in a world of this sort, he said. "It is useless because the people here think only of those things that have something to do with the world about them. Of the world within they think nothing. There is but one true answer to the questions that I have asked. Even the children should know the answer and understand it."

At that moment the little girl came by, and seeing the man sitting on the rock, remembered the question he asked her.

"What is the most beautiful thing YOU have?" asked the girl.

Then the man took the child on his knee and told her of the wonderful spirit that burns within each one of us; how noble and good it is; how free it is to do as it pleases; how close to God it is when it loves noble things; how its worth is of such great measure that it outweighs the stars; that all the gold in the world is but sand when weighed against the glory of one beautiful thought of it; how it is master of earth and air and storm: a wild, free creature spreading its mighty wings under the Father's smiling face.

The Crooked Line

(To be reproduced in three pictures.)

There was once a line who wanted to be crooked. The line belonged to a little boy named Handy Andy. Now Handy Andy loved things that were straight. He loved straight boys and girls and he loved straight and tall buildings and he loved straight lines. Naturally, because he did love straight things, his one crooked line troubled him. "Let's see," he said to himself. "I'll try that line in the legs of a boy. I'll draw the boy right now. He will have a nice straight back and straight neck, and then maybe this line will be ashamed of itself and straighten out when I draw the boy's right leg with it." Poor Handy Andy. What a right leg he drew. Handy Andy sighed. "Oh, well, I'll draw a bridge. A bridge must be straight, of course. I'll put this queer line into the roadbed of this bridge. It will be ashamed of itself to spoil a beautiful, straight bridge with a crooked roadbed," but, alas, what a bridge that was! What a bridge that was!

Handy Andy now got angry. "I'll straighten that line out, if it takes all day," he said, so he made the line into an iron bar and he heated the bar in his father's forge, and he hammered the bar on his father's anvil, and, at last, in spite of itself, the crooked line had to become straight. Before it could go crooked again, Handy Andy thrust it into a vat of oil and tempered it so that it became as hard as steel. "There," said Handy Andy, "bend yourself crooked again if you can."

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EDUCATION IN ACTION

Season Tickets For Student Activities

A season ticket, with coupons which entitle the holder to participation in all school activities, is sold in Longwood Commerce High School, Cleveland, Ohio, for $1.50. Its value to the purchaser, based on regular charges, is $3.85. The season ticket is a project of the student council, and a campaign is put on at the beginning of each semester, when tickets are bought by an average of nearly 1,100 students from an enrollment of approximately 1,200. Since adoption of this plan of financing student activities, attendance has doubled, the school paper has been able to maintain a high standard, attendance upon musical and dramatic programs has trebled and more elaborate performances have been made possible, the student aid fund has grown, student activities have broadened, and students have learned the value of co-operation.

Private Schools To Aid Newsboys

Through the generosity of boys at preparatory schools in New England, Boston newsboys hope to have their bookshelves at the new Burroughs Newsboys' Foundation filled soon. Within a few days after the first appeal for books was sent by Edward E. Keevin to Dr. Samuel S. Drury, rector and headmaster of St. Paul's school at Concord, N. H., the following letter was received: "My dear Mr. Keevin: We are bound to be interested at the school in the Burroughs Newsboys' Foundation, and I am sure that when the eighteen boy members of our school chest committee consult about your letter, they will want to send a donation to provide good reading matter for their younger brothers whom you have in charge. All of us have reason to believe that newsboys are alert, hard-working young citizens and that they deserve a homelike club where they can profit, among other things, by good reading. Some of this we from this school shall be glad to supply." Other preparatory schools will be asked for donations of books for the two rooms, one of which is for the use of boys from twelve to fifteen, the other for boys between the ages of fifteen and seventeen.

Education Costs Continue to Rise

Education costs will show a distinct rise within the next decade, because of better equipment, better teachers and extension of educational facilities for rural pupils, Dr. George D. Strayer, director of field research in educational administration at Teachers College, Columbia University, told several thousand students of Teachers College recently. The ten states paying the least for education spend an average of $38.38 a pupil, while the ten states paying most spend an average of $118.74, he declared, saying the state will be forced to take a more active part in paying education costs in the future, since many localities can not afford the upkeep. The United States spent $500,000,000 in 1910 for education, but in 1926 the expenditure went to $2,000,000,000, he said.

American Sashweights Intrigue Bulgarians

American education in Sofia is extending even to carpentry. The windows of the new building of the American College in Sofia have roused great interest among the citizens of Sofia including government officials, who have visited the buildings to see windows hung with sashweights, the first to be used in the construction of a school building in Bulgaria. Casement windows have been used exclusively in Bulgaria heretofore. When plans were drawn for the new building they called for the windows hung with sashweights, so familiar in America. President Floyd H. Blacl directed the work of building the windows, and the contractor who did the work has since brought many visitors to the college to exhibit this novel type of construction.

U. S. Funds Endow French Medical School

Lyons, France, will soon boast of the best equipped medical school in Europe, thanks to the generosity of the Rockefeller Foundation. The new building, which covers two acres, will be finished by the end of the year. The accommodation is so comprehensive that the "carabins," as the French call the young "sawbones," will find everything they need on the premises, including a garage for their automobiles, and stores where they may purchase at reduced rates books and instruments.

Frankfort University Has Americana Course

The political, economic, and cultural problems of the United States for the first time form the subject of a popular course of lectures at the University of Frankfort. In eleven weekly discussions, which began in December, and will last through February, the United States is analyzed by professors, parliamentarians, editors, former Cabinet Ministers and Under Secretaries of State, almost all of whom have visited the Western Hemisphere. Among the lecturers are ex-Minister of Finance Peter Reinhold, ex-Under Secretary of State Carl Bergmann, Professor Emil Dovifat, of the Berlin Institute of Journalism, and member of the Reichstag Friedrich Dessauer.

Turkey Will Raise Shaft to Alphabet

Turkey is to have a monument unmatched in the world—a monument erected to an alphabet. A marble shaft, bearing the twenty-eight letters of the newly adopted Latin A B C's engraved in gold, is to be erected on famed Seraglio Point, at the entrance of the Golden Horn, on the spot where the Ghazi delivered his dramatic midnight speech on August 10, 1928. There he gave his first public proclamation of the coming doom of the Arabic alphabet and the inauguration of Occidental letters. This date is to be a national holiday, observed throughout Turkey as "Alphabet Day."

Public School For Chinese Children

The abandoned three-story brick building at No. 60 Mott street, New York City, that was once P. S. 108, may become a Chinese school where the Chinese language, Chinese history and geography will be taught to the rising generation of New York's Chinatown. Wealthy Chinese merchants, anxious to keep alive the culture of their motherland, are planning to purchase the building from the Board of Education and make it the new home of the Chinese school which has outgrown its present quarters. The second story of the Chinese Chamber of Commerce building a few blocks away serves as the present home of the Chinese school which has been in existence for twenty years. Until four o'clock each day the school is a monument of silence. This is accounted for by the fact that the little Kims and Chins are attending the American schools. When their school hours are over they do not go out on the streets to play as do their American cousins. On the contrary, they rush home, pick up their Chinese primers, and are off to the Chinese school.

Italy Taxes College Alumni

The Italian government has decreed that every holder of an Italian university degree who is still exercising the profession to which that degree admits him must fill out a form, telling all about himself, and forward it to his alma mater, accompanied by $1.30. If any old graduates refuse to comply they will be fined. It is planned to make these contributions regular annual obligations as long as graduates remain in their professions, although by the payment of approximately $10.50, he may become a "life supporting member." The extra money will be used for the upkeep of buildings and the enlargement of physical education facilities.

Introduces Bill For Peace College

Representative Emanuel Celler of New York, maintaining that the preservation of the peace of the world is dependent largely on education to supplant the "war idea" with a true will for peace, has introduced in Congress a resolution to appropriate $100,000 for a committee to make plans for starting a United States Peace College. Mr. Celler argues that if it is advisable to have academies for training young men in war, it is even more important to train young men in "the arts of peace, including diplomacy."

New Jersey Teacher Reinstated

Dr. Charles H. Elliott, state commissioner of education for New Jersey, has ordered the Secaucus Board of Education to reinstate Miss Hattie Pistor as a teacher and that her salary be paid from the date of her dismissal, March 16, 1928. Last January the board notified Miss Pistor that her services would terminate sixty days thereafter. She appealed, charging that her dismissal was on a personal issue that she had been "impertinent" to a member of the School Board. In her first appeal the Commissioner ruled against her on technical grounds, but in her second appeal she won her case because Dr. Elliott said she had been a teacher for three consecutive years and her employment came under the Teachers' Tenure Law.

Janitor Can't Shovel So School Closes

The reason the Rocks Village School, Haverhill, Mass., closed for three days because of insufficient heat, was ascertained by Superintendent of Buildings Edgar F. Shannon, when he learned that William Chase, the eighty-year-old janitor of the school, was too feeble to shovel coal into the large hot-air furnace that heats the schoolroom. Chase managed to keep the smaller furnace, which heats the school corridors, going, but he was unable to lift shovels filled with heavy coal for the larger furnace. It was thought at first that something was wrong with the furnace, but Shannon talked with the elderly janitor and learned the truth. Chase was retired and another janitor put on the job.

Teacher Freed In Evolution Case

Firecrackers playfully touched off during a Christmas celebration at the Clark Range county high school, Jamestown, Tenn., started a train of events that threatened a second Scopes case, but the teacher, accused of violating Tennessee's anti-evolution statute, Professor Elmore Gentry, won a sweeping victory. Charges of teaching the theory of evolution in violation of the state law, and of assault and battery filed against Professor Gentry by the fathers of two boys he suspended as a result of the Christmas prank, were dismissed by the Fentress County board of education, which accepted his defence that he had not taught evolution. He admitted, however, that he had permitted an "outline of history" to be placed in the school library. He was given a clear bill. One development that may result from the case is a bill to repeal the anti-evolution law. Representative George L. Stockton, Fentress County, who came from Nashville to "help in saving Jamestown from having a Dayton monkey trial," said he will introduce a repealer, not because he wants evolution taught, but because "the monkey bill is permitting people to make monkeys out of Tennessee."

To Teach Students Aim of Their Courses

Schools in New York City which have adopted new plans of organization and curriculums will, as far as practicable, be the laboratories for students enrolling in two new courses being offered by the School of Education of New York University next semester, according to an announcement by Dean John W. Withers. Dr. John J. Loftus, principal of Public School 80, Brooklyn, will direct the work. The courses will include one in "Curriculum Interpretation," which will stress means for familiarizing teachers, pupils and the community with the major objective of the curriculum and will make a laboratory study of several recent syllabuses adopted by the City Board of Education in an effort to determine how best to put them into most effective operation. The course will be based on a survey of most recent curriculum studies. A second course to be known as "The Principal as Supervisor" will attempt to analyze the problems of supervision as the major work of the elementary school principal. It will formulate a constant theory and program of supervision and critically analyze current methods and devices for improving instruction. This class will make a laboratory study of schools in New York and the metropolitan district to ascertain and evaluate the various supervisory functions of the principal, the assistant principal and the special teacher. Students will discuss classroom visitation, plan programs, books, observation, individual and group conferences and other significant problems.

School of Parents Links Fine Arts

Evening classes for parents along recreational and informative lines are considered a success at Lincoln experimental school at Teachers College, Columbia University. The parents range in type from business men and women to artists and professional workers. They determine the work they wish to take, and are more or less in control of the whole project. Advanced music appreciation, harmony, industrial arts, dramatic arts, photography, painting, drawing and gymnasium recreation are among the subjects listed in the classes. Paul Hanna of Lincoln School is director.

Textbooks Free In Nineteen States

Nineteen states and the District of Columbia have laws requiring that textbooks be furnished without cost to children in the elementary grades. Twenty-three states permit textbooks to be furnished free, but not obligatory; and six states do not have free textbook laws. In twenty-five states the selection of textbooks for elementary public schools is made by the State Board of Education, or a specially created county textbook commission. In the remaining eighteen states in which there is neither state nor county adoption, the textbooks are selected by the district school authorities.

Geography Losing Place in Schools

High school boys and girls do not pick up much geography while studying their other lessons, as optimistic educators think that they do, Dr. Nels A. Bengtson of the University of Nebraska tells geography teachers. Geography is being pushed out of the school curriculum, chiefly by general science courses, he stated, and the idea is widespread that the students will acquire knowledge of the world they live in incidentally, with-

out giving special time or effort to it. A test given to more than 900 high school students taking American history was described by Dr. Bengtson. The boys and girls were asked sixty-five questions, such as: "Name the physical barrier that helped most to make for unity among the colonists in the war for independence?" The students' struggles with the question yielded 60,580 answers, and only 21,869 answers were correct. "Geography demands intensive mental application for its mastery," Dr. Bengtson declared, "and its importance in a scheme of liberal education is such as to deserve the necessary time and talent. The failure of methods now followed calls for a change and it seems to me that the time is ripe for a forward move." A fact finding survey, to determine whether the high school students of the United States are being taught the aspects of geography essential for intelligent citizenship, was advocated by the speaker as the first step toward making educators realize the inadequacy of the present teaching.

Unsupervised Reading Success at Radcliffe

Radcliffe's experience with the "reading period" during its first year indicates that the American girls "do not hesitate to accept the challenge of self-education," says Dr. Ada L. Comstock, president of Radcliffe, in a report issued on results of the experiment in student freedom entered upon last year by both Radcliffe and Harvard. The reading period, during which students in the three upper classes study on their own responsibility without lectures or other classroom exercises in a large proportion of their courses, began its second year's trial at the close of the Christmas vacation. During the period Radcliffe women have no faculty assistance in their work except a list of books and sections of books suggested for reading by the instructors in their various courses. The report shows that among the juniors the number of students whose position in the first four groups in the final ranking last year stamped their work as "satisfactory" was twenty-five per cent. larger than the average of the preceding three years, while among the sophomores the number making "satisfactory" grades was increased nearly twenty per cent. No figures are available for the seniors, many of whom are excused from final examinations and for whom therefore no ranking list can be made up. But among the freshmen, who did not have the privilege and responsibilities of the reading period, the proportion making "satisfactory" grades last year differed by only two-tenths of one per cent. from the three-year average.

TREND OF THE TIMES

COMMON- COLDS are being investigated exhaustively by Johns Hopkins University through the Abel Fund of $195,000, given the university for this purpose. Colds are reporting costing the city of Chicago more than $20,000,000 a year in the field of industry alone. Hundreds of thousands of dollars have been spent on research and vast sums are available to determine the cause and means of prevention of this common ailment. Yet the results of the investigations have not been striking, and a specific method of either prevention or cure does not appear to be near.

CRIMINALS appear to be round pegs in square holes, reports the Massachusetts Advisory Council on Crime Prevention. "The young man without a trade and without a job presents a far greater risk to society than the young man employed at a trade he knows," the report stated. This commission found that eighty-five per cent. of a group of youthful inmates of Massachusetts institutions were vocationally unfit, and that sixty-one per cent. of the group were unemployed when they committed the crime for which they are in prison.

AUTOMOBILE deaths hit a new high point for all time in November in seventy-seven American cities, the total being 737.

ANNUALLY in India 3,000 people are killed by wild animals, and from 20,000 to 25,000 by snake-bite.

WHAT BECOMES of old American films has been learned; French itinerant caravan shows and British taverns utilize them for low-cost or free entertainment.

GERMANY'S rate of borrowing, $2,400,000,000 in four years, the Institute of International Finance computes, establishes a record in history.

LARGE DEPARTMENT stores in Paris are adopting loud-speakers to locate children who become separated from their mothers in bargain counter rushes. At frequent intervals a voice announces the name of some child who is "waiting for his mother at the inquiry counter."

INDICATING a death toll of about 1,000 a month, the Civil War Veterans pension roll stood at 68,788 at the end of 1928, a decrease of more than 6,000 since the middle of the year. Number of widows of Civil War veterans has also decreased, 191,000 of them being on the pension list at the end of the year. This was 5,000 fewer than six months ago.

YALE football has entered the ranks of big business, its profits in the last year having been $543,084 out of gross receipts of $1,033,211.

MEDICAL RESEARCHES in Europe have been hindered and in French Africa yellow fever work stopped because of the advance in the price of monkeys since they have been used for grafts and experiment.

TO THE Duke of Gloucester's discovery that the timid lion can be shooed off by throwing a hat in his face, is to be added the testimony from India that the tiger kills for food only and "is not so cruel or blood-thirsty as man."

CIRCULATING TOYERY is planned by a number of prominent New York women and social workers. They intend to gather a supply of durable toys and lend them to children for a stated length of time. This will be done on the same plan as public libraries circulate the books. Many children are brought to court every year for stealing toys, they assert, and if toys can be lent to these children it would mean a decrease in the number of children's court cases.

ARCTIC CLIMATE is getting warmer, at least temporarily. This is indicated by the results of the United States Coast Guard's expedition to the waters between Labrador and Greenland. By measurement of ocean temperatures in this area, they found that a surface layer of water 300 feet thick, covering 100,000 square miles, is five degrees warmer than normally. "Such an additional heat reservoir of tremendous proportions is bound to have far-reaching climatic effects," declared Commander Edward H. Smith, who was in charge.

THOUSANDS of Japanese women who wear foreign clothes during the warm season are forced to return to kimonos, now it is winter in Japan. This seasonal change from Western to Oriental dress in Japan, it seems, is bound to continue until the Japanese mode of living is radically modified. Present winter living conditions are far too severe for a woman who dresses in foreign style, according to the head of the women's foreign clothing department in a Tokyo store.

The BOOK TABLE

HOW THE WORLD IS FED. By Frank G. Carpenter, Litt. D., F. R. G. S., author of "Around the World With Children." Cloth. Profusely and Skilfully Illustrated. 384 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Frank G. Carpenter never had a rival in personal knowledge of the vital industries of the world, and his work was never more thrillingly presented than in "How the World Is Fed." It is comprehensive to the limit. It discriminates between the latest best in raising and preparing for market grains, live stock, poultry, small game, fish in the sea and in lakes and streams, vegetables, fruits, melons and berries, coffee, tea and cocoa, spices and flavoring plants.

Nowhere is there as much industrial information in so wide a field, as scientifically collected, as skilfully presented, as carefully winnowed and as artistically illustrated as in these 384 pages.

Every child will be fascinated with it, every home will be enriched by the information which touches more homes in more ways than does any other school subject.

A WEEK WITH ANDY. By J. Asbury Pitman and Blanche J. Dearborn. Illustrated by Kayren Draper. Cloth. Illustrated. 159 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a brilliant demonstration of the latest vision of creation of reading material for the schools of today. The real mission of education today is the creation of a love for books with discrimination by children between "not bad books" and best books.

It is one of the absurd present-day theories that if children are not reading bad books they are reading good books. Nothing is good simply because it is not bad, and this is nowhere as important as in children's reading.

School reading has never had the attention it is receiving today. For the first time there is a vital distinction between the reading habit of grades two to five, and six and seven. Learning to read is easy and is now attained in the first year in any up-to-date system. In the next three grades children learn to select the reading that forms the habit of being interested in the best books. Each of these three years has its special importance. In the second year two things are vitally important. Each lesson should have a forward look so that the child will think ahead of the lesson read.

Secondly the type, the lines, the sentences should be such as to make the reading easy. Stammering is now prevented by never allowing a child to read anything that has any hindrance to fluency. The style of the page meets this requirement, and the continuous story idea meets the first necessity in "A Week With Andy."

ELEMENTARY EUGENICS: A REVISION OF "THE THIRD AND FOURTH GENERATIONS." By Elliot R. Downing. Cloth. The University of Chicago Press, Chicago.

It is a serious problem that is presented by young people who know a lot of things that traditionally they should not know.

The word "Eugenics" makes some old people shudder. It was not possible for some time for some adults to think that a woman could expose her legs to the knees and not think of them all the time. Now no one is so old-fashioned as to think that girls know anything about the length of the skirt.

We are old enough and were brought up in a community that was old-fashioned enough so that we thought anybody who played cards was a gambler, and that any woman who danced was a bit shady.

In the twentieth century there has been a striking advance in the knowledge of the laws of inheritance. Indeed, the progress made in this period has exceeded that of all preceding centuries. Already the practical results of this new information in the improvement of important domestic plants and animals have been great and promise even greater effects in the immediate future. The same laws of inheritance that maintain among other living things are found to apply to man. Both the physical and mental characters seem in no small measure to be transmitted in accordance with these laws. So radically does this affect our outlook on personal, social, and economic problems that it is important for every citizen to have a knowledge of eugenics, which deals with the possible improvement of human stock through an understanding of these laws and their application.

This book attempts to present these matters to the young student in a very simple way so that even though he possesses no scientific training he may yet understand the principles that underlie this new science and may achieve some appreciation of its importance in human affairs.

THE BOYS' BOOK OF CAMP LIFE. By Elon Jessup. Illustrated by Charles E. Cartwright. Cloth. 57 illustrated figures. 294 pages. New York: E. P. Dutton and Company.

Vacation camp life of boys is one of the most important extensions of a good idea that the present decade has magnified. This camp life is as educational, as character forming and stabilizing, to say the least, as any equal number of weeks in any school in America, and nothing rescues boys from the demoralizing influences of vacation idleness as reliably as does the boys' camp life, and Elon Jessup's "The Boys' Book of Camp Life" is the best book on the subject to put into the hands of boys and their parents that we have seen. The Boston daily papers, August 30, announced that 20,000 boys and girls left their camps in Northern New England that week. On that day one train from Maine to New York, Philadelphia and Washington had sixty-five extra Pullman sleeping cars. In three days that week there were four hundred extra sleeping cars in service for these camping boys and girls.

FAMOUS SEAMEN OF AMERICA. Twenty-five stories chosen and arranged by Hanson Hart Webster and Ella M. Powers. Illustrated. 400 pages. New York: Thomas Y. Crowell Company.

It is quite inexplicable that the tragedies of the air and the heroism of the aviation adventurers should revive interest in the tragedies and adventures on the seas, but there is no question but that the pioneers of the air have created an unprecedented interest in voyagers of other days, and "Famous Seamen of America" has an appeal that it would not have had before Lindbergh landed in France.

The book is a collection of lively sketches of some of our great voyagers, explorers, sea-captains, and fighting men; and it tells something about our hardy toilers of the sea, and of life before the mast in the old days.

The authors represented include Herman Melville, James Fenimore Cooper, R. H. Dana, Jr., Willis J. Abbot, John R. Spears, Winthrop L. Marvin, Admiral Peary, Admiral Sims, C. Fox Smith, Charles Boardman Hawes, Basil Lubbock, E. Keble Chatterton and others. There are stories of adventures in times of peace, and in times of war; and many of them are told by actual participants.

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GRINS BETWEEN GRINDS

Not a Plumber

A young lady very much agitated called at the newspaper office to see if she could still correct an announcement of her engagement sent in by her mother a short time previous.

"Mother made a horrible mistake. I can't understand how it happened—she said father is a plumber."

"And isn't your father a plumber?" the editor asked.

"Certainly not. My father is a domestic sanitary engineer."

Have Another Look

Juror: "I can't serve on this panel, Judge. Just one look at that man convinces me he is guilty."

Judge: "That's not the prisoner. That's the prosecuting attorney."—The Bessemer.

Short Changed

"I'm going to sell kisses at the charity bazaar tonight. Do you think one dollar too much to charge for them?"

"No. People expect to get cheated at these affairs."

Wrong Field

A girl started to practice singing. One day her father came in from the field unexpectedly.

"What's that extraordinary noise?" he inquired.

"That, dear," replied his wife proudly, "is Jane cultivating her voice."

"Cultivating? Hah!" ejaculated the farmer. "That ain't cultivating—that's harrowing!"

A Tip on Psychology

A colored porter in a hotel was asked why rich men usually gave him small tips, while poor men were liberal.

"Well, suh, boss, I don't know, 'cept the rich man don' want nobody t'know he's rich, and the po' man don' want nobody t' know he's po'."

Some Kings

The class composition was on "Kings," and this is what one boy wrote:—

"The most powerful king on earth is Wor-king; the laziest, Shir-king; one of the worst kings is Smo-king; the wittiest is Jo-king; the quietest, Thin-king; the thirstiest, Drin-king; the slyest, Win-king, and the noisiest, Tal-king."

Listener Not Taking Anything for Granted

A big mass meeting was being held in Blimville.

The well-groomed and slick-looking individual who was trying to separate the town from its money arose to make a few remarks.

"Fellow citizen," he opened up, "apropos—"

"Jist a minute, mister," said a smallish, sandy-whiskered man.

A look of annoyance crossed the speaker's face.

"What can I do for you?" he asked.

"I have here a pocket edition of Webster's dictionary and I want to look up that word 'apropos.' I don't intend to sit here and let some oily-tongued stranger slip one over on us."

"Oh, that'll be all right," replied the speaker. "Now, that word to which you refer means—"

"Never mind what it means," enjoined the little man. "I'm looking it up. I let a smooth talker sell me a unicycle one time. He said it was the last word in conveyances, and when I paid the freight on it from Chicago, I found I had purchased a wheelbarrow."

Going Up

"I tell you I won't have this room," protested the old lady to the bell boy. "I ain't going to pay my good money for a pig-sty with a measly little foldin' bed in it. You think jest because I'm from the country . . ."

Disgusted, the boy cut her short. "Get in, lady. Get in. This ain't your room. This is the elevator."

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JOURNAL MAIL BAG

"Continuing Normal Schools Discussion"

Editor, Journal of Education:

An experience of many years covering the entire range of teaching, from the one-room country school through the different grades of village, city and normal schools, the college and the university, has convinced me—and that conviction has deepened and strengthened with the experiences and observations of each succeeding year—that the greatest educational service to the human race consists in the teaching of reading. He who has learned to read is already well educated. He who has not learned to read, though he have passed the tests of the universities, has not even the elements of a liberal education.

It has come to be one of the best established facts of psychological and pedagogical knowledge that reading more powerfully affects, directs and controls human thinking than does any other human experience or influence. He who daily reads his Plato, his New Testament, his Matthew Arnold, his Emerson, his Ruskin, his Carlyle, and comes to require daily a thinking-together with such minds as these, as regularly as he requires his daily bread, will, in the course of years, become so illumined with the spirit of sweetness and light, so warmed with the intensity of thought-heat, and so exalted with a divine spirituality, that he will find himself, at times, on the very mount of transfiguration, walking and talking with God and seeing him face to face.

There is no literature more thoroughly permeated with this spirit of sweetness and light, hopefulness and faith, than is our own American literature. It is a literature of optimism and of transcendentalism. It has faith in Divine Providence, faith in humanity, faith in the great law of compensation, without which faith it is impossible for any man to work up to his highest capacity. A more healthy, manly literature has never been produced. At the same time it is comparatively free from the subtleties and obscurities of some of the best English and continental writers of the optimistic, transcendental school. It is therefore better adapted to the intellectual and spiritual needs of the average American reader, and especially of American youth, than is any other literature. One of the highest literary services which teachers and parents can perform for American youth is to inculcate a just appreciation of American authors and of American literature. There is nothing so conducive to a genuine spirit of American patriotism in the young people of our schools.

Very truly yours,
James Chalmers.
Principal State Normal School,
Framingham, Mass.

Problem Children in School

Editor, Journal of Education:

I often wonder just what percentage of our American public school teachers have a proper understanding of the causes of the delinquency of certain boys and girls coming under their charge.

Too many of our teachers fail to realize the true social significance of the fact that by far the greatest majority of problem children come from the broken home. As Dr. Miriam Van Waters says, "We are likely to think that this is because safeguards have broken down, morals have not been taught, health and education have been neglected. The truth of the matter is that it is not so much the lack of training as it is that a twist was given to the emotional life of the child in those painful days before the home became broken, and father paid alimony, and mother went out to look for a new 'aggravatin' papa.'" Kempf, in his "Psychopathology," in developing causes of profound mental ill-health in the patients of St. Elizabeth's Hospital, tells us:—

"Parents who do not love children, and, living for their own pleasure, force the helpless child to adjust itself to unnatural interests, discouraging its initiative through indifference and suppressing it with threats of punishment and moralizing opinion, gradually, insidiously, deprive it of its power to protest against the encroachments of other people upon its struggle for happiness. Hence it cannot develop the aggressiveness which is vitally necessary for successful competing for the love-object or for social esteem."

A badly acting child in the school is one whose life-goals have failed of satisfaction, and whose interests have not been given proper consideration or not understood. A studious analysis of cases shows us that most delinquent careers are begun in early childhood.

Dr. William Healy, in his "Case Studies," particularly stresses this point. When the child comes to school he has already been through a great

deal, and often has built up a "defence reaction" against the encroachments of pedagogy. Stubbornness, falsehoods, crying, stealing, truancy, destructiveness are some of the symptoms of this defence-reaction.

It is important that our public school teachers have a thorough understanding of these symptoms in order that constructive treatment, where possible, shall follow diagnosis. Fear and repression merely intensify the trouble. The entire contact of the delinquent child with the teacher should be sympathetic, helpful, cheerful and inspiring as is the atmosphere of a well equipped child guidance clinic.

Eugene Bertram Willard.

Chelsea, Mass.

An Appreciation

Editor, Journal of Education:

This is to commend you for your splendid editorial of December 24, entitled "Vicious Truthfulness." An excellent sentence from that editorial is: "There is no virtue in putting in a school textbook in 1928 any 'truth' that could not be true today."

In this connection, would it not be splendid for teachers to realize that truth "grows"?

"New occasions teach new duties,
time makes ancient good uncouth—
They must upward still and onward,
who would keep abreast of truth."

History might become more illuminating and significant if it were studied from the point of view of "Truth on the march."

Very sincerely yours,
M. R. Keyworth,
Hamtramck, Michigan.

If this whole world followed you—
Followed to the letter—
Would it be a nobler world,
All deceit and falsehood hurled
From it altogether;
Malice, selfishness, and lust
Banished from beneath the crust
Covering human hearts from view—
Tell me, if it followed you,
Would the world be better?

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